

## HOLLY HILL MIDDLE

1140 Peake Street  
Holly Hill, South Carolina 29059

**GRADES** 6-8 Middle School

**ENROLLMENT** 701 Students

**PRINCIPAL** JoAnn B. Lawton 803-496-5525

**SUPERINTENDENT** David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	11

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

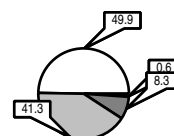
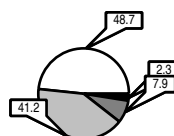
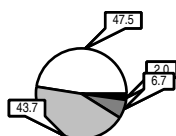
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	45	216	62
Percent satisfied with learning environment	84.4%	56.7%	80.3%
Percent satisfied with social and physical environment	88.6%	57.9%	67.2%
Percent satisfied with home-school relations	62.8%	74.4%	68.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	742	97.6	49.7	42.1	7.3	0.9	8.2	17.6
Gender								
Male	378	97.6	59.3	36.5	4.2	N/A	4.2	17.6
Female	364	97.5	40.3	47.5	10.3	1.9	12.2	17.6
Racial/Ethnic Group								
White	92	93.5	32.8	56.9	8.6	1.7	10.3	17.6
African-American	642	98.1	51.4	40.6	7.1	0.9	8.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	602	98.2	46.6	44.0	8.2	1.1	9.4	17.6
Disabled	140	95.0	66.0	32.0	2.0	N/A	2.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	742	97.6	49.4	42.2	7.4	1.0	8.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	740	97.6	49.3	42.3	7.5	1.0	8.4	17.6
Socio-Economic Status								
Subsidized meals	626	98.1	50.4	42.0	6.8	0.8	7.6	17.6
Full-pay meals	116	94.8	44.4	43.4	10.1	2.0	12.1	17.6

Mathematics								
All students	742	98.0	47.5	43.7	6.7	2.0	8.8	15.5
Gender								
Male	378	97.1	53.3	40.6	4.8	1.3	6.0	15.5
Female	364	98.9	41.7	46.7	8.7	2.8	11.5	15.5
Racial/Ethnic Group								
White	92	94.6	28.3	51.7	16.7	3.3	20.0	15.5
African-American	642	98.4	49.7	42.7	5.8	1.8	7.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	602	98.7	42.4	47.3	7.9	2.4	10.3	15.5
Disabled	140	95.0	73.8	25.2	1.0	N/A	1.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	742	98.0	46.9	44.2	6.8	2.1	8.9	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	740	98.0	47.1	43.9	6.9	2.1	9.0	15.5
Socio-Economic Status								
Subsidized meals	626	98.2	49.4	42.4	6.3	1.9	8.1	15.5
Full-pay meals	116	96.6	33.7	53.5	9.9	3.0	12.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	189	N/A	31.1	47.0	20.2	1.6	21.9
	Grade 7	247	N/A	46.3	41.0	11.4	1.3	12.7
	Grade 8	226	N/A	46.0	44.6	8.5	0.9	9.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	97.6	57.8	35.0	6.3	0.9	7.2
	Grade 7	224	96.4	39.6	51.6	7.7	1.1	8.8
	Grade 8	269	98.5	49.8	41.5	7.9	0.9	8.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	189	N/A	51.9	32.8	14.8	0.5	15.3
	Grade 7	247	N/A	60.6	29.4	7.4	2.6	10.0
	Grade 8	226	N/A	52.5	40.8	6.3	0.4	6.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	98.0	47.1	42.2	8.0	2.7	10.7
	Grade 7	224	96.4	47.3	41.8	8.2	2.7	11.0
	Grade 8	269	99.3	48.1	46.8	4.3	0.9	5.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 701)				
Students enrolled in high school credit courses (grades 7 & 8)	5.0%	Up from 0.0%	7.2%	14.4%
Retention rate	0.1%	Down from 2.0%	3.9%	2.3%
Attendance rate	93.2%	Down from 98.0%	94.7%	95.2%
Eligible for gifted and talented	9.5%	Up from 7.6%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.9%	Up from 16.6%	16.4%	14.1%
Older than usual for grade	3.0%	Down from 3.3%	8.3%	4.9%
Suspended or expelled	1.9%	Up from 0.3%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 48.9%	47.4%	47.1%
Continuing contract teachers	83.7%	Up from 71.1%	75.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.5%	Up from 84.7%	79.1%	84.3%
Teacher attendance rate	92.1%	Down from 94.6%	94.3%	95.0%
Average teacher salary	\$40,744	Up 2.2%	\$38,777	\$39,924
Prof. development days/teacher	8.4 days	Up from 5.0 days	11.4 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	15.5 to 1	Up from 15.0 to 1	18.5 to 1	21.0 to 1
Prime instructional time	83.7%	Down from 91.2%	86.6%	88.9%
Dollars spent per pupil*	\$6,480	Up 7.7%	\$6,538	\$5,854
Percent spent on teacher salaries*	60.2%	Up from 59.2%	59.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	55.0%	Up from 43.9%	84.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Holly Hill Middle School continued its quest of "Striving for Excellence" during the 2002-2003 school year. The faculty, staff, parents and community continued to work together to create an environment in which our students become confident, productive members of society. Our students continue to grow in academics, fine arts, athletics and service to their community. Our achievements include six Junior Scholars, nine participants in the Regional Science Fair, a semifinalist winner in the Savannah River Site Safety Poster Contest, a Lt. Governor's Writing Award winner, an art award winner at the Orangeburg County Fair, a South Carolina Manufacturing Poster Contest winner, a Governor's Citizenship Award, sixty-five participants in our gifted and talented program, and formation of a partnership with the science department of Claflin University.

Holly Hill Middle School is fortunate to have a supportive group of parents and volunteers who give their time and talents to assist the school. This is reflective of a community that cares about the quality of its school and takes pride in its achievement. Therefore, our students are very active in their community. Two of our service organizations sponsored a Thanksgiving dinner for senior citizens and contributed to a local food bank. Students also participated in Jump Rope for Heart and Hoops for Heart. The Beta Club held a walkathon for Cystic Fibrosis, and our chorus performed at local schools and churches.

Our school-wide emphasis for the 2003-2004 school year will be on the expansion of technology, improving PACT scores of all students, and writing. Faculty and staff will be involved with extensive staff development as we continue our tradition of "Striving for Excellence."

JoAnn B. Lawton, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.